



SHAFSTON

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VOCATIONAL TRAINEESHIP STUDENT HANDBOOK

RTO 45694

CRICOS 03917H

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BAC FFS VET Student Handbook	Version 1
Shafston International College, 46 Thorn Street, Kangaroo Point, 4169 www.shafston.edu (07) 3249 4111	
Last review and update	August 2021

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WELCOME TO SHAFSTON

We are happy to welcome you to Shafston. Thank you for choosing us as your Registered Training Organisation - RTO to complete your Vocational Education Training - VET Course. Together with the practical support and ongoing guidance from our friendly trainers, assessors and subject matter experts we look forward to you completing your Traineeship Qualifications and taking the next step towards your professional development in your chosen industry.

This student handbook contains an introduction to some very important information which is designed to help you at Shafston. Shafston has two beautiful campuses one at Kangaroo Point in Brisbane and the other at Southport on the Gold Coast.

Remember our College motto: *Friendship in Learning*.

MISSION STATEMENT

Shafston is committed to providing a responsive learning environment for its students by providing a contemporary professional knowledge base and articulated practical experience to enhance and assimilate new knowledge. Through the Traineeship based model this will facilitate, in conjunction with your ASSN and your Employer, a workplace based model, self-paced electronic training and assessment resources on hand to support your learning every step of your journey with ongoing Shafston Trainer / Assessor workplace visits at regular and mutually convenient timeframes.

LIFE-LONG LEARNING

Choosing the right college is one of the most important decisions you will ever make, because your time as a student should be one of the most exciting periods in your life. Shafston was founded in 1996 and has continued to make a unique and substantial contribution as a vibrant international and domestic education provider with active and enthusiastic ongoing student support.

In choosing Shafston you will join a celebrated alumni who have studied successfully here over the past 25 years. Major global economic trends are shaping future skill requirements for worldwide employment. Shafston seeks to create that opportunity for you in not only our Intensive English, International programs but more recently in our accredited Vocational Education Training courses. You will develop new skills or enhance existing skills to prepare you for future employment within the global economy.

All Shafston courses are ASQA (Australian Skills Quality Authority) accredited. We have not only Intensive English Programs for International Students but more recently have focused on the domestic accredited Vocational Education Training (VET) courses in an aim to endeavor to open pathways to further study at an Australian university or other higher educational institutions. Shafston is a registered training organisation (RTO) that can issue nationally recognised accredited VET qualifications. We believe that all students should be challenged to achieve their highest standards which can be achieved through our sustained focus on the quality of our courses. Our courses are developed, delivered and assessed by experienced subject matter trainer and assessors who have current and relevant industry knowledge in their chosen field of expertise. The dedicated trainer and assessors as well as the committed internal support administration, IT and management staff are all on board to ensure will that your learning experience with Shafston is a safe, happy, caring environment. We look forward to being in touch with you, your employer and your nominated approved workplace supervisor in the comfort of your own workplace environment.

HISTORICAL SHAFSTON HOUSE

The centrepiece of the Shafston Campus features historic "Shafston House" built in 1851. There are five acres of manicured lawns, gardens and large trees where students can gather with friends and enjoy fabulous views of the Brisbane River and watch passing river traffic. Shafston prides itself as being counted amongst the best educational precincts in the world. The College was established in 1996 and since that time in excess of 120, 000 students from over 100 countries have enjoyed their education here.

The traditional teaching and learning model for international students offers flexible facilities with air-conditioned classrooms, a student resource centre, multiple computer laboratories and an on campus café all of which contribute to a true College campus experience. The Traineeship Model however, in which you have signed up for, will not require you to visit the College campus or attend any traditional classrooms, as it is primarily centered around a true 'workplace based' and 'self-paced' online structure with regular and helpful face to face visits from your individually assigned Shafston Trainer/Assessor who will liaise with you and your Employer/Workplace Supervisor on a regular basis to ensure you at all times feel supported in your studies.

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SHAFSTON INTERNATIONAL PTY LTD – REGISTERED TRAINING PROVIDER (RTO 45694)

Shafston International Pty Ltd (Shafston) is registered with Australian Skills Quality Authority (ASQA) and the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). We must comply at all times with the Standards for RTOs 2015 which are part of the VET Quality Framework as well as the Education Services for Overseas Students Act 2000

(ESOS 2000) and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (National Code 2018).

Shafston maintains compliant operations with regular review of its policies, procedures and systems. Forms, policies and procedures can be found on our website <http://shafston.edu/forms-policies-and-procedures/>

If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy outlined further on in this Handbook. Please note it is the QLD Apprenticeship/Traineeship Department and ASQA (RTO Federal Regulatory Body) that prior to any complaints being made that the RTO is first contacted and a mutually convenient solution is tried be reached by negotiation by all parties prior to a formal complaint being lodged to the entities listed below. This gives all involved parties a way to sit down and work on a mutually agreeable solution in order to move forward with the course of study being undertaken. In the case of gross misconduct, termination (eg. lack of work) or termination of the employee (Trainee) the Employer is obliged to inform the RTO and ASSN as soon as is reasonable to do so. Follow-up documentation will then be signed and submitted to the Department (DESBT – QLD) outlining the individual situation.

DESBT (Qld Apprenticeship & Traineeship Info Helpline) <http://desbt.qld.gov.au/contact> or phone: 1800 210 210

ASQA: <https://training.gov.au/Organisation/Details/45694> or by phone: <https://www.asqa.gov.au/about/contact-us>

IMPORTANCE OF THIS HANDBOOK

You are about to embark upon a rewarding adult learning educational experience. What you put into your learning experience is what you will get out of it. This handbook is designed to provide specific information that is relevant to your studies, so it is very important to familiarise yourself with its contents. It will guide you through course rules and requirements with which you must comply with. If you, your Employer or your Workplace Supervisor have any questions, queries or problems we encourage you to reach our first to your primary source of contact – your individual Trainer/Assessor, secondly to the VET Quality Assurance Manager – Amanda Maclaren on amanda.maclaren@shafston.edu or via phone on 0478 588 750 or alternatively via email to directly to the College Administration on: admissions@shafston.edu

DOMESTIC STUDENT ENROLMENT PROCESS AND COURSE ORIENTATION

AFTER ASSN CONTRACT SIGNUP COMPLETED

Shafston will provide advice and support, to yourself, your Employer and your Approved Workplace Supervisor, including the explanation and signoff of all relevant VET Traineeship Commencement paperwork before the formal commencement of your course of study. Shafston staff running this orientation will work hard to ensure that you will be well equipped to achieve the best possible success in your studies as well as that your Employer and your Approved Workplace Supervisor (who may also be your Employer in some cases) also have a clear understanding of their legal responsibilities under the Traineeship Program in Qld. You will see that there is a lot information for you to understand and to consider as you move through your studies, however please be assured that we all at Shafston are here to support and encourage you at every step through your process.

Shafston will book a mutually convenient time to ideally come out and talk to you and your Employer/Approved Workplace Supervisor about the structure and responsibility of the accredited Traineeship Course you have signed up for. Documentation will include, but is not limited to:

- Who your Shafston student support services and Trainer/Assessor will be and an outline of how the self-paced online learning and assessment component will be conducted (through 'Cloud Assess' portal access)
- Enrolment Pack Signup (including explanation of the USI – Unique Student Identifier) as well as relevant ID
- Explanation of Training Plan with proposed start and finish dates of units of competency to be achieved and a negotiation of when the assigned Shafston Trainer/Assessor will be visiting in the workplace
- Explanation of ERA (Employer Resource Assessment) which will outline responsibilities of all parties, in particular

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- the role of 'Approved Workplace Supervisor' and relevant documentation required, as to what will need to be supplied prior to training and workplace visits occurring. NB: This may or may not be the Employer
- The role of the 'Training Record Book' (which will be in either hard copy or soft copy format) and will be updated and will ideally be signed off by all relevant parties upon workplace visits by the Trainer/Assessor.

IMPORTANT PRE-COURSE COMMENCEMENT INFORMATION.

NEW STUDENTS

1. Your Trainer/Assessor will be in contact with you, your Employer and your Approved Workplace Supervisor to introduce themselves and explain the structure of the Course as well as to line up some proposed workplace visits (usually around an hour or two depending upon student progression and initial questions regards specific learning and assessment units).
2. Your unique Student Portal logon and password will be emailed to you (and your Employer / Approved Workplace Supervisor to log onto 'Cloud Assess' so as to be able to access relevant learning materials/resources and assessments).
3. You will receive a copy of your Course Academic Schedule/Timetable - based around proposed start and finish dates on your Training Plan (however these dates are flexible based on the needs of the business so may be subject to change)
4. You will also be provided a copy of the Training Record Book - which will outline what workplace tasks you will need to complete per unit of competency and will be jointly signed off by your Assessor, Workplace Supervisor and yourself upon successful completion of all theory and practical unit component.
5. Read and sign the Shafston Computer Code of Conduct (if not already received prior within your Enrolment Pack Info).
6. Have your student ID card photo taken (if ID not already supplied via your QLD Drivers Licence – back and front).

ENGLISH INDICATOR TEST*

**As part of Shafston's obligations to the Standards for RTOs, we must ensure that we are supporting the individual needs of our learners and provide access to the educational and support services necessary for the individual learner to meet the requirements of the training product as specified in training packages or VET accredited courses. In order to do this, we need to check your English level, through the a Learner Needs Analysis and possibly a English Indicator Test. If it is deemed by any parties that additional English support is required this will be discussed and made available as and when deemed appropriate.*

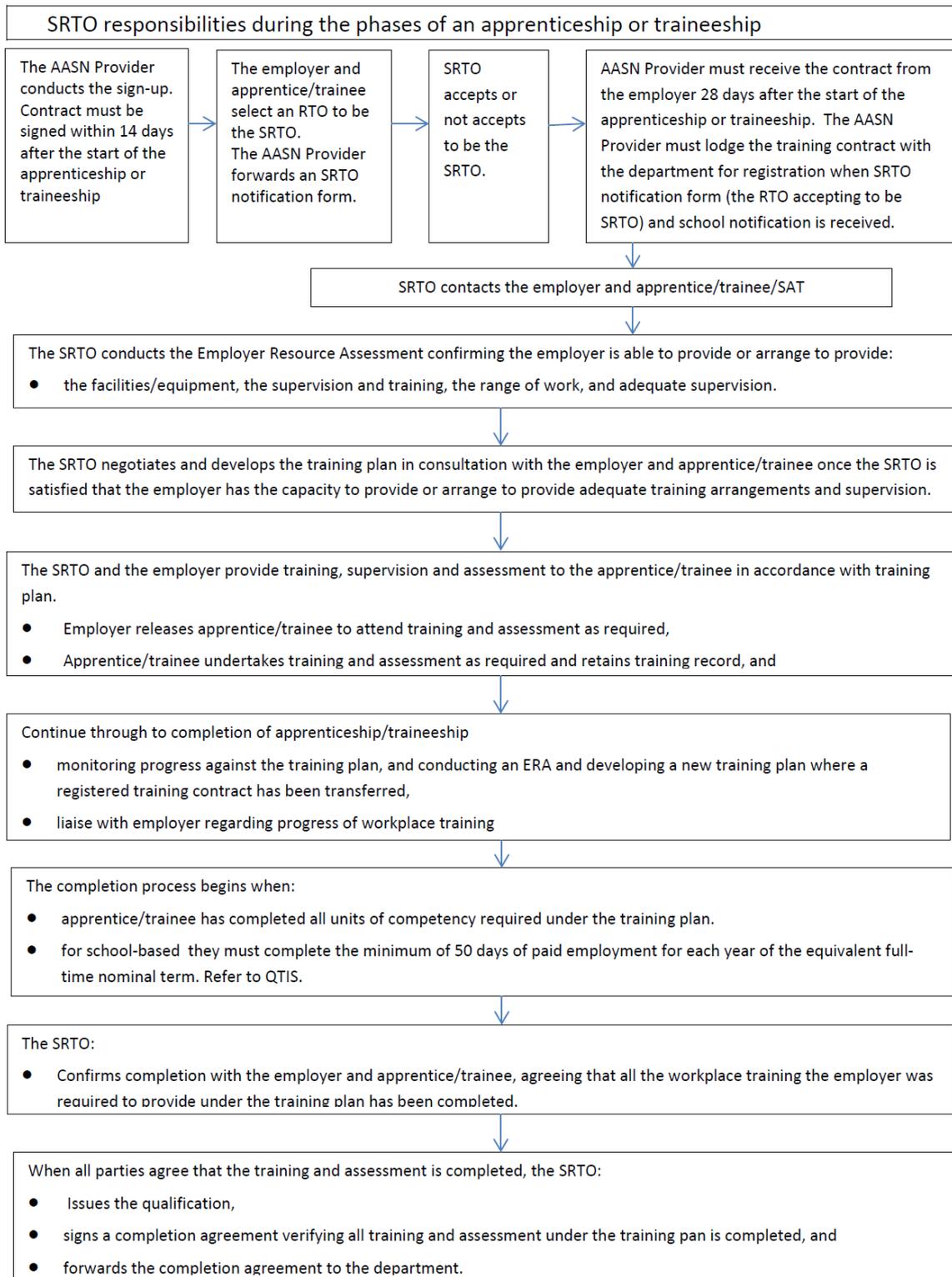
ADDITIONAL FEES AND CHARGES (if applicable)

Students and Employers should not be charged any additional fees or charges (unless pre disclosure, discussed and agreed to prior to Shafston sign up). Please see other fees and charges document at <http://shafston.edu/forms-policies-and-procedures/>).

Students will be required to also complete an application to receive a Government Concession card for use on Public Transport. Your student card should be carried with you at all times whilst accessing public transport or receiving any student concessions.

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SRTO TRAINEESHIP FLOWCHART



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COMPETENCY BASED TRAINING

All accredited VET courses offered by Shafston are competency based learning which refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

If you would like further information about Competency Based Training please refer to your individual Trainer/Assessor....

NATIONALLY RECOGNISED QUALIFICATIONS

A nationally recognized qualification is a qualification that is recognized and taught to the same standard all over Australia. The Australian Qualifications Framework (AQF) is the policy for regulated qualifications in the Australian education and training system.

Shafston's nationally recognized qualifications range from AQF level 3 to AQF level 6. The objectives of the AQF are to provide a contemporary and flexible framework that:

- accommodates the diversity and purpose of Australian education;
- contributes to national economic performance by supporting consistent qualification outcomes;
- supports the development and maintenance of pathways to future careers and further education;
- supports lifelong learning goals for individuals to progress through further education;
- complements the national regulatory and quality assurance arrangements for education and training; and
- Enables the alignment of the AQF with international qualifications frameworks.

Graduates from Shafston's Vocational Education and Training courses will receive a nationally recognized qualification. This means students have the confidence that they will receive a qualification of a high quality accepted and recognized everywhere in Australia.

Shafston has a long history of successful graduates. Many successful graduates take their qualification from Shafston and continue onto Higher Education at leading Australian Universities.

If you have successfully achieved ALL units of competency required for your course you will be issued with an official Shafston Testamur and Results of Assessment documentation – Your "Nationally Accredited Qualification".

If you have not achieved ALL units of competency required for your course you will be issued with an official Shafston "Statement of Attainment" which will show a list of the units you have achieved competency in.

To receive your official academic results you must have provided Shafston with your Unique Student Identifier (USI) as well as have no outstanding fees.

UNIQUE STUDENT IDENTIFIER

The Unique Student Identifier (USI) scheme provides student with access to an online record of the training they have done since 1 January 2015. The student is also able to produce a comprehensive transcript of their training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

Shafston will assist you with creating a USI at orientation. If you have previously studied VET in Australia you will need to provide your USI to Shafston at orientation. More information on the USI can be found at: <http://www.usi.gov.au/students>

VOCATIONAL TRAINEEESHIP WORKPLACE BASED STUDY

Vocational workplace based study is a structured learning experience (based around the agreed Training Plan) where the theory delivered and completed in an online environment is translated into practice within a real life or simulated work environment relevant to your accredited VET Course of study and as per your job role, facilities, resources and workplace policies and procedures. Shafston's experienced industry professionals will mentor and assist you in your individual workplace vocational setting in liaison with your Employer and Approved Workplace Supervisor. During practical real life or simulated activities you will put into action in liaison with your Trainer/Assessor everything you have learned throughout your course unit.

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Your Shafston nominated Trainer/Assessor will be a accredited industry professional in the Course in which you are studying and will come and visit your workplace approximately every 6 weekly (at a minimum every 3 months) to meet the Trainee, Employer, Student and Approved Workplace Supervisor at a pre-arranged mutually convenient time at their place of work. At his time the Training Record Book and Training Plan can be signed off if the unit has been fully completed and all parties are happy that the unit is deemed to be competent. In between physical workplace visits the nominated Trainer/Assessor will be in contact with the Trainee, Employer and Approved Workplace Supervisor via phone calls, emails and Zoom Meetings to ensure that Trainee is adequately supported and encouraged in the workplace and by Shafston to achieve their progression.

Traineeship (BAC) Courses offered by Shafston College are those listed below. Please note the years listed are the maximum amount of time allowable under a Traineeship Program in Queensland however it is envisaged that the vast majority of students will complete their full studies (with allocation made for holidays, busy periods and time off) well prior to the maximum periods listed below. NB: The years listed below are for students working full time / for students working part time this time is doubled.

Shaftson College Traineeship Programs:

Course Code	Course Name	Course Maximum Study Period
BSB41419	Certificate IV in Work Health and Safety	2 years
BSB50420	Diploma of Leadership & Management	3 years
BSB50820	Diploma of Project Management	3 years

Further information about any of the course above please speak directly to your Shafston Trainer / Assessor for more details.

WORKING WITH CHILDREN BLUE CARD

Trainers and Assessors who work with children and young people must hold a current Working with Children Blue Card. If in your job role (under your Traineeship Course with Shaftson College) you will be involved as part of your job or in a voluntary capacity in working with any young person under the age of 18 years of age it is a legal requirement in Australia that you hold a current 'Working with Children Card' (called in Queensland a 'Blue Card').

A volunteer or student must not commence regulated child-related work (vocational placement) until they hold a valid blue card. The application is personal to you and may take up to 28 working days to be processed and approved or declined by Blue Card Services, Department of Justice and Attorney-General. You can call 13 74 69 to enquire and receive more detailed information.

Further information about the Working with Children Blue Card is available on the Qld Blue Card website: <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card-services>

ACADEMIC EXPECTATIONS

The keys to academic success are:

- **Time Management:** Plan your days and weeks out in a diary once assessment tasks have been advised. Managing your studies and work are essential to achieve a good academic result.
- **Self-Discipline:** As an adult student in a foreign country it is important that you understand your responsibilities under your student visa (if applicable) and adhere to them. It is also important that you understand your obligations and responsibilities under the Traineeship Program as well.
- **Being Pro-active:** Ask questions, think critically, become involved in your classes, get to know your trainer and ask for additional information. This study/training opportunity that you have embarked on will give you skills that may change your life.
- **Initiative:** You will have an assessment feedback opportunity with each assessment task you complete. It is important to use your own initiative to provide honest feedback, including if you are having IT, English or comprehension issues. Your Trainer/Assessor will discuss your performance in all your assessment activities and identify areas of improvement (if any). You need to use workplace visits to discuss any questions or concerns related to your studies.

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- **Focus:** To be able to achieve academic success you must satisfy all assessment tasks throughout your study plan. Academic success can only be achieved by personal and professional commitment. It is important for all Trainees to focus on the end result and to take necessary steps to achieve their desired outcome in a timely and confident way.

STUDY SKILLS

Study skills are the skills you need to enable you to study and learn efficiently – they are an important set of transferable life skills and these skills are not just for students. You will take them with you beyond your educational journey. For example, organizational skills, time management, prioritizing, learning how to analyze, problem solving, and the self-discipline that is required to remain motivated.

- **Setting Goals:** The best goals in study are realistic goals. Set time frames and arrange how you will achieve your goals. To Do Lists will help you to achieve. Learning to set goals and achieving your goals is a key element to success in the workplace, classroom and everyday life and this is the perfect time to fine tune this skill.
- **Study Time:** Finding the right study environment is important. Researching and studying as a group may be helpful, however when writing assessable items to be submitted for grading this is best done on your own to ensure your work is in your own words. Having all the required items for example pens, highlighters, textbooks etc. ready and having a good chair and study desk in a quiet area free from distractions will help you focus and make studying easier.
- **Effective Research:** Try and use multiple sources to reference such as books, journals and the internet. This will help you to have a broad range of opinions and ideas about any topic you are learning.
- **Vocabulary:** The more you read the better your vocabulary and ability to use formal language will become. If English is not your first language you will need to spend the time improving this skill. This is achieved through talking to your friends and study partners in English and reading books and study material as much as possible.

ESSAY WRITING:

An academic essay aims to persuade readers of an idea based on evidence and is structured with an introduction, the body and conclusion. The essential approach to writing essays is:

- Analyse the question and define key terms
- Research the topic: use books, journals, credible academic sources
- Consider what you already know about the topic
- Highlight important information and take lots of notes
- Write an essay plan and organise your ideas
- Write your draft to include an introduction, body and conclusion
- Set the draft aside for a day or two, then re-read and make change
- Get some feedback – ask a friend to read it
- Edit and redraft your essay
- Complete your references and citation.
- Complete your final draft and hand it – on time

REPORT WRITING:

A report is a clearly structured document in which the writer identifies and examines issues, events, or findings of an investigation. Report writing is an essential skill in many disciplines and have a different structure to writing essays.

Reports can vary in structure so check with your trainer exactly what is required of you. The following is a list of example headings and subheadings you will find in a Report:

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- **Introduction:** Introducing the reader to the topic you are writing about.
- **Background:** Provide information about the current situation or circumstances surrounding your topic.
- **Purpose:** State clearly the desired improvement or outcome you hope to achieve for your topic.
- **Methodology:** State or define the methods you used to conduct your research and briefly provide a reason why you used the method and identify any limitations you experienced whilst doing your research.
- **Results:** Present the main findings of your research, using sub-headings where appropriate. You can order the results chronologically, or in any other appropriate way.
- **Discussion of results:** In this section analyse your findings at length and provide an explanation for why those results were obtained. Present your findings or arguments in a logical manner according to the subject matter.
- **Conclusion:** Summarise the purpose of the report, the methodology used, the key points or findings of your report and the significance of those findings. Don't introduce any new points, or information or new sources.
- **Recommendations:** Suggest ways in which problems identified in the report may be resolved. They should be given in a numbered list and should be feasible and realistic. Information on how they can be implemented should also be given.
- **Reference List:** List alphabetically the sources referred to in the body of the report
- **Appendices:** This is for material you consider important but that interferes with the flow of your discussion (eg: calculations, surveys, transcripts, graphics, maps, questionnaires, pamphlets etc.) Only include items mentioned in the report.

It is most logical to approach writing the above structure of a report by writing the Main Body of the report first, then the conclusions, the recommendations (which are tied closely to the conclusions), and then the Introduction.

CASE STUDIES:

A case study is a description of a real life problem or situation which requires you to analyze the main issues involved and write about your finding. Before you start writing, you need to carefully read the case study and make a note of the main issues and problems involved as well as the main stakeholders (persons or groups of persons who have an interest in the case). The following is a list of example headings and subheadings you will find in a report:

- **Introduction:** Introduce the main purpose of the case study and briefly outline the overall problem to be solved.
- **Description:** Write a brief description of the case under discussion giving an outline of the main issues involved. Always assume that your reader knows nothing of the assignment task and provide enough information to give a context for your discussion of the issues.
- **Discussion:** Discuss the issues raised one by one, using information gained from your research of the academic literature.
Your discussion may include:
 - an outline of the issue and its implications for or relationship to different stakeholders
 - how that issue links to theories or research in the academic literature
 - suggested solutions or ideas
 - evaluation of the solutions or ideas for this particular case
- **Conclusion / Recommendations:** Finally, sum up the conclusions that you have come to and give recommendations to resolve the case. Give reasons for your recommendations.

Checklist for case response. Have I:

- ✓ Carefully read the case and noted the main issues and stakeholders in the case?
- ✓ Written a brief description of the case to give your readers a context for the main issues?
- ✓ Discussed each issue with reference to the academic literature?
- ✓ Evaluated the solutions or ideas for each issue to find the ones most suitable?
- ✓ Made final recommendations of how to resolve the case?

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- ✓ Used a well-structured introduction, body and conclusion?
- ✓ Cited and referenced all of the work by other people?
- ✓ Used correct grammar, spelling and punctuation, clear presentation and appropriate reference style?

ASSESSMENT RE-SUBMISSION POLICY*

1. Shafston allows students the opportunity of re-submit assessment tasks in order to achieve competency. In the online 'Cloud Assess' assessment portal you will have 3 attempts at each individual assessment task – if you are deemed to be 'not satisfactory' in any of your attempts your Trainer/Assessor will reach out to you with written and verbal feedback. Upon your unsuccessful second attempt it is important that you liaise with your Assessor prior to your final 3rd submission to ensure you understand and can amend the answers/ practical activities which you got wrong.
2. Students will be informed of their need to re-submit a particular assessment task if a satisfactory result has not been achieved. This is done through the feedback with your Trainer/Assessor and recorded in your 'Cloud Assess' student portal.
3. If a second re-submission is needed then you will be required to participate in a consultation meeting with your Trainer/Assessor to determine the performance gap, assessment needs and if any additional support is required.
4. If your results still remain unsatisfactory then you may be required to repeat the subject or participate in additional revision activities. This will be assessed on a case-by-case basis and always discussed with your Employer / Workplace Supervisor and your Shafston Trainer/Assessor and if necessary the VET Quality Assurance Manager.
5. You have the right to appeal an academic decision. Your first step will be to speak with your trainer and if you are not satisfied with the outcome, you must complete a Student Complaint/Appeals Form located on the Shafston website.

**Please note: If you require re-submission or late submission of an assessment item after the study period end date, an additional expenses may or may not incur per assessment item. For more information, please discuss with your Trainer/Assessor or Shafston VET Quality Assurance Manager.*

REFERENCING GUIDELINES

You will be required to use referencing in many of the subjects you study. You will have to research different topics and collect information from a variety of sources. All of these sources, including Internet sources such as web pages, blogs and emails need to be acknowledged appropriately.

You need to acknowledge other people's work which you have used to create your own work. Referencing helps you to avoid plagiarism and shows your readers what you have researched and how you have used the information.

This can include many things, such as exact words (quotes), ideas, diagrams, tables and other images that you use. These may have been compiled from paper sources such as books, newspapers or magazines or from multimedia sources such as television, apps, social media and internet websites. If you have used web based sources you must remember to also provide the date you accessed them.

There are different referencing styles you can choose. One of the most frequently used is the Harvard referencing system and you will find this guide in the student portal. Whichever style you choose, the most important thing is for the style to remain constant throughout your work. The student portal provides the Harvard Reference Guide in the Student Resources folder.

- Reference List and/or Bibliography
- Footnotes and Endnotes
- In-text Acknowledgment
- Web addresses and link sources

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STUDENT SUPPORT SERVICES

Trainer / Assessors:

Questions about content of units, teaching procedures, assessment, academic feedback, verbal academic appeals, monitoring course progress, scheduling re-sits and late submission of assessments.

VET Quality Assurance Manager and VET Quality Assurance Officer:

Questions about the program as a whole including Trainee Progression, Trainer/Assessor feedback, Academic Complaints or Appeals. Enrolment and Registration of Studies, Academic Transcript's, Testamur and Completion letters, and outstanding fee follow up (if applicable). Updating personal contact details, timetabling, class selection, assistance in monitoring course progression and liaison with Trainer/Assessors and Employers / Approved Workplace Supervisor regards workplace visits and follow up on student non progression and/or other communication and documentation relating to the Traineeship Course.

VET Administration Support Staff:

Decisions and information regarding either deferral/ withdrawal/ re-enrolment from studies. Visa related enquires if required, financial problems, Requests for Release or Course Transfer. Understanding of how to utilize institution processes.

Shafston offers a flexible and inclusive learning environment where our trainers and staff take pride in what we do. We are on hand to offer academic and learning support to all our students. Reasonable adjustment is about making allowances and change based on your individual needs. Please speak to your trainer or to VET Coordinator for more information about this.

ENGLISH AS A SECOND LANGUAGE (ESL)

Shafston is committed to enabling students every opportunity to achieve academic success. If you feel that your English language skills are making study more difficult for yourself then you must speak to your trainer and make them aware. You will be counselled by a member of our English Academic Staff and offered an opportunity to attend a customized LLN program via the English Department free of charge.

Shafston ensures that all students are provided with, and have access to, relevant learning support services, including assistance with language, literacy and numeracy. Each student must receive a reasonable opportunity to complete their training, so therefore, Shafston has implemented the following steps to ensure that the students' needs are systematically assessed throughout their study plan. These steps enable the college to identify and assist students with any issues associated with their language, literacy and numeracy.

1. All students are required to meet the course entry requirements,
2. All students must complete the English Indicator Test at Orientation to assist with identifying any areas of concern.
3. Individual students with LLN issues are identified and will be provided with feedback from their trainer during their feedback sessions. If a student continues to show symptoms of LLN issues then further discussion and support will be offered to guide the student. All students are required to attend feedback sessions and show initiative as well as be pro-active about trying hard to complete their studies.
4. If necessary, and based on the English Departments recommendations, the student is offered an opportunity to enrol in additional weeks of ELICOS classes.

COUNSELLING AND DISABILITY SUPPORT

The purpose of the Counselling and Disability Support Services (CDSS) is to provide students in need of extra support with appropriate professional services available to complete their studies to the best of their abilities and minimize the impact of personal difficulties on their academic outcomes. There are various external source of information and services available to students such as [Disability Support Queensland](#) (DSQ) who provide support to people with disability to access resources that may assist and enhance their quality of life.

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[Counselling, Support, Information and Advocacy](#) (CSIA) provide carers with assistance to understand and manage situations, behaviours and relationships associated with care needs of the person they are caring for.

[Community Mental Health](#): This program provides assistance to people with mental illness and their families and carers to manage the impacts of mental illness on their lives and improve their overall wellbeing.

[National Disability Advocacy Program](#) provides people with disability with access to effective disability advocacy that promotes, protects and ensures their full and equal enjoyment of all human rights enabling community participation.

ACADEMIC PERFORMANCE (COURSE PROGRESS) AND ATTENDANCE

National Code of Practice for Providers of Education and Training to Overseas Students 2018 requires that Shafston monitor students' academic performance. Shafston must monitor the academic progress for each student for the course in which the student is currently enrolled. Students' academic progress is assessed during and at the end of each compulsory study period.

If applicable to their work visa international students must maintain satisfactory course progression.

For more information please refer to our website - <http://shafston.edu/forms-policies-and-procedures/>

TIPS FOR MAINTAINING SATISFACTORY ACADEMIC COURSE PROGRESS

The best way to achieve a competent result in each unit of study is to attend and participate in your scheduled contact hours.

Our qualified Trainer/Assessor will teach you all you need to know about each unit. They are in class for you to ask questions and offer you guidance. Your own participation and commitment will help you to build on the knowledge that you are being given. When attending workplace visits with your Trainer/Assessor they will be able to identify areas of improvement for you or identify strengths that you have (in conjunction and in consultation with your Employer and Approved Workplace Supervisor).

All assessment tasks must be submitted on time and be deemed satisfactory by your trainer for you to be deemed competent in a unit. If you have any issues accessing your assessment material, speak to your trainer or email vet.admin@shafston.edu for assistance.

SHAFSTON - NON PROGRESSION OF COURSE STUDIES

If you are not progressing in your course you will initially be contacted initially by your Trainer/Assessor who will work with you, your Employer and your Workplace Supervisor to amend your Training Plan to assist you to overcome your challenges. If require Shafston may follow up in writing use to remind students and employers of the responsibilities and actions that are required of them. The first letter is a courtesy letter, followed by a formal warning letter, followed by an Intention to Report to DESBT non-progression of Traineeship Progression. This should not progress to this stage with the appropriate intervention strategies which will be discussed and agreed to by all relevant parties and noted on the Trainee's file for future reference.

If you are reported to Immigration for unsatisfactory attendance and/or course progress, Immigration will consider all the information available and provide you with an opportunity to respond and explain your situation as to why you have breached your student visa conditions before any decision is made regarding your student visa status. Shafston must wait until the external appeals process is complete before further action is taken. You will remain liable for any outstanding fees owing to the college.

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ACADEMIC SUPPORT AND APPEALS

1. If at any stage you wish to appeal a decision made by Shafston you will need to complete and submit the 'Student Complaint/Appeals Form'. You will receive a written outcome by the required time frame.

If it's not possible to resolve a dispute internally via the above process, you can access an external appeals process via the Overseas Student Ombudsman. The Overseas Student Ombudsman offers a free and independent service for overseas students who have a complaint or want to lodge an external appeal about a decision made by their training provider. See the Overseas Students Ombudsman website <https://www.ombudsman.gov.au> or phone 1300 362 072 for more information.

For more information regarding submitting an appeal please refer to the Policies & Procedures section of our [website](#)

ACADEMIC INTERVENTION PLAN AND REPEAT CONSULTATION

An Intervention Strategy Plan is an agreed support plan between you and a member of Shafston VET Management Team.

- a. You may bring a support person to the Intervention Strategy meeting where you will be speaking with your Trainer/Assessor and the VET Quality Assurance Manager / Officer to develop a plan to suit your needs.
- b. At this meeting we will be able to discuss the details of the plan and will need to mutually agree to the timeframe. You will need to be committed to ensure a successful outcome is reached.

Once the Intervention Strategy has been devised and mutually agreed upon between yourself and Shafston, you will be required to sign and date this, as an acknowledgement that you agree to the strategy planned to support you to get back on track with your academic progress. You will be given a copy of the plan and a copy will also be kept in your student file.

If you require extra academic support, as agreed upon in the Individual Academic Intervention plan, you will NOT be charged any additional fees for this. If there are any extenuating compassionate and compelling circumstances and you have supporting documentary evidence such as medical certificates, psychologist reports, please make sure you give a copy to the VET Quality Assurance Manager who will keep these in your student file.

Please speak directly to your Trainer/Assessor and/ or to the VET Quality Assurance Manager or Officer if you have any questions. Shafston is here to support you with your study and it is important that you contact us as soon as possible so that we can work through these together.

ACADEMIC LITERACY WORKSHOPS

Shafston offers Academic Literacy Workshops to all VET students which are scheduled throughout the year. It is important to check the notice boards around the campus to find out when the next workshop will be held. You will also receive reminders and invitations to attend these workshops.

Examples of topics covered:

- What is plagiarism
- Referencing and Style Guide
- Review of some academic reading strategies to improve your reading skills
- Review of some useful academic writing discourse markers to improve your writing skills
- Review of some academic listening note taking strategies to improve your listening skills
- Paraphrasing and summarizing
- Oral presentations
- Report writing

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POLICIES AND PROCEDURES

Shafston has several policies and procedures that all students need to be aware of. You can access these documents via Shafston's website: <http://shafston.edu/forms-policies-and-procedures/> The following is a list of policies and procedures that you should familiarize yourself with as soon as possible. Depending upon your course of study and/or visa arrangements some documents may or maynot be applicable. Your VET Quality Assurance Manager will be able to advise accordingly.

- Academic and General Misconduct
- Attendance Monitoring Policy and Procedure (ELICOS)
- Attendance Monitoring and Reporting Flow Chart
- Code of Ethics
- Code of Practice
- Course Progress Notice (VET)
- Deferral – Suspension and Cancellation of Studies Policy
- Recognition of Prior Learning Student Information
- Student Support with LLN Policy
- VET Course Progress Policy and Procedure
- Written Agreement – Terms and Conditions of Enrolment – VET

DEFERRAL – SUSPENSION AND CANCELLATION OF STUDIES POLICY

Your enrolment can be deferred, suspended or cancelled in limited circumstances by Shafston or by the student. When deferral, suspension or cancellation of enrolment is initiated by Shafston, students have the right to appeal the decision.

- Deferral:** Postponing your commencement date to a future date.
Suspension: Temporary leaving your studies for an approved period of time during enrolment.
Cancellation: Cancelling your course entirely and not continuing your studies.

Students are only permitted to defer or suspend their studies if their application has been approved by the Shafston Management Committee. Deferrals may only take place before the start date of the course. Once the course has commenced student must apply to suspend their course of study. The maximum period of deferral is six months and the minimum will be dependent on the Shafston academic calendar. As this is a Qld Government based Traineeship Program DESBT will also need to be contacted and relevant paperwork may need to be signed and submitted in order to extend, suspend or cancel Traineeship.

For more information please refer to the [Deferring, Suspending or Cancelling Policy and Procedure](#) on the website.

- Your attendance at workplace visits with your Trainer/Assessor is compulsory – but will be mutually negotiated.
- You must maintain satisfactory course progress – as per your Training Plan (in liaison with your Trainer/Assessor)
- You must tell us if you change your address or if any of your other personal details change eg. workplace address
- You must always uphold your obligations at Shafston and meet all the conditions as per your visa (if applicable).

If you have questions, please contact your Trainer/Assessor or the VET Quality Assurance Manager asap....

REFUND POLICY

Students withdrawing and enquiring about their eligibility for a refund are advised to visit the Shafston Website and read the [Written Agreement – Terms and Conditions of Enrolment – VET](#) which can be found along with copy of this Handbook via:

<http://shafston.edu/forms-policies-and-procedures/>

REQUESTING ACADEMIC RECORDS

If you require a copy of your Academic Transcript, you will need to complete a "Request for Academic Document" Form. You are entitled to a free copy of your transcript / testamur per course. If you require copies of your Academic Transcript throughout a Stage of your course, a fee is payable. Please speak with Administration for further details. Please ensure you have received feedback for all your assessment and you are satisfied with the results before applying for an official academic transcript.

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COMPLAINTS AND GRIEVANCES

Complaints are best to be resolved informally with the persons involved or with Shafston. We encourage you to speak to the person first and try to resolve the matter informally.

If this is not an option, then Shafston does have a complaints and appeals process. For more information on this and to access the appropriate form to complete and email to the VET Coordinator, simply click on the following links.

Please refer to the Shafston website for more information: <http://shafston.edu/forms-policies-and-procedures/>

- Complaints and appeals Policy and Procedure
- Grievance Appeals Policy and Procedure

RECOGNITION OF PRIOR LEARNING (RPL) AND CREDIT TRANSFER (CT) INFORMATION FOR STUDENTS

Recognition of Prior Learning (RPL) – recognizes skills, knowledge or experience you have gained outside of the formal education and training system and how they may meet the requirements of your qualification.

Credit Transfer – recognizes your previously completed studies, which may allow for entry into a qualification and/or provide credit towards the qualification.

Students who have completed appropriate training in the past may be granted credit for a particular unit or set of units. Students who are applying for RPL must produce documentary evidence recognizes skills, knowledge or experience and/or prior qualifications for successful RPL and credit transfer. Your application for RPL must be accompanied by Certified International Academic Transcript (in English) with detailed Statement of Attainment indicating the units successfully completed including unit codes and titles and dates of completion.

There are different ways of describing and categorizing evidence. The most common way of categorizing evidence is:

Direct evidence:

Competency is observed/witnessed – for example:

- Observations of candidates carrying out work activities
- Oral questioning of candidates
- Demonstration of specific skills needed to complete the task.

Indirect evidence:

Competency is inferred – for example:

- Assessment of technical qualities of finished product
- Written test of underpinning knowledge
- Review of previous work performed.

Supplementary evidence:

Supplementary evidence is additional evidence required by an assessor to support a candidate's claim of competence. This could include:

- Testimonials from employers
- Reports from colleagues, clients and/or supervisors
- Work diaries/journals
- Evidence of training
- Examples of reports or work documents.

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POSSIBLE EVIDENCE SOURCES		
SOURCE	EXPLANATION	EXAMPLES
Practical Demonstration	<ul style="list-style-type: none"> • Observation of real work or • Simulation by assessor or agreed thirdparty 	<ul style="list-style-type: none"> • Operating complex equipment • Troubleshooting equipment faults • Presentation at a meeting • Video of inducting new staff
Third Party Reports	<ul style="list-style-type: none"> • Confirmation of consistent performance over time and a range of contexts. • Confirmation of candidate's application and adaptation of complex procedures • Ability to meet Key PerformanceIndicators (KPIs) 	<ul style="list-style-type: none"> • Supervisor • Manager • Customers • Suppliers • Peers
Questioning or Structured Interview	<ul style="list-style-type: none"> • Confirmation of understanding • Clarification of ethics, values & attitudes • Review of portfolio for relevance, authenticity and sufficiency. • Establish capacity to handle unforeseensituations, predict and evaluate 	<ul style="list-style-type: none"> • Application of enterprise procedures, eg OHS • Handling of critical incidents • Application of business goals in planning and evaluation • Reflection on personal/professional practice
Personal Statement or Resume	<ul style="list-style-type: none"> • Personal statement and self- assessment using relevant examples of performance • Resume that outlines past work experience and qualifications 	<ul style="list-style-type: none"> • Self -assessment against performance criteria • Outline of work experience • Personal development activities • Reflections in diary or journal nominated referees
Workplace Documents	<ul style="list-style-type: none"> • Verified work outputs that are relevant and current 	<ul style="list-style-type: none"> • Job cards, rosters, shift records • Minutes of meetings • Operational plans/ budgets/ processes • Recommendations and reports • Explanations of procedures, manuals • Calculations, flow charts, project plans
TrainingRecords	<ul style="list-style-type: none"> • Training outcomes mapped to competency standards in the relevant Training Package 	<ul style="list-style-type: none"> • Workplace assessor qualifications • Equipment supplier's certificate • RTO qualification
Case Study	<ul style="list-style-type: none"> • Critical analysis of performance that is mapped to competency standards in the relevant Training Package 	<ul style="list-style-type: none"> • Design and implementation of new procedures • Illustration of ethical practice
Work Project	<ul style="list-style-type: none"> • Completion of a negotiated task to provide evidence of the capacity to analyse, synthesize, predict & evaluate 	<ul style="list-style-type: none"> • Marketing strategy for new product or service • Quality improvement to a process
Journal / DiaryEntries	<ul style="list-style-type: none"> • Record of work roles, tasks and responsibilities, contributions to team outputs, reflection on personal performance, learning and training opportunities 	<ul style="list-style-type: none"> • Organisation and time management • Operational planning, budgeting • Analysis of critical incidents and contingency management • Reflection on personal performance and development
Testimonials / Awards	<ul style="list-style-type: none"> • Independent confirmation of personal performance • Memberships 	<ul style="list-style-type: none"> • Solicited letters from customers • Company/industry awards for innovation, excellence, achievement

Students who wish to apply for Recognition of Prior Learning (RPL) should discuss their individual circumstances with the VET Quality Assurance Manager for full details of Shafston's internal RPL policy and procedures and to see if this assessment strategy is the best suited to their individual situation.

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STUDY LEAVE – If applicable (also known as HOLIDAY)

Students who wish to go on study leave **MUST** apply for it, regardless of your visa type. **Refer to your VETE Quality Assurance Manager for more details of if the below information refers to you and your individual circumstances...**

There are two different Study Leave forms. The form you will be provided will depend on the circumstances of your study leave.

- a. Application for Study Leave (up to 4-weeks, consecutively)
 - b. Application for Deferral and Suspension of Studies (more than 4-weeks, consecutively)
- All applications for study leave must first be discussed with your trainer.
 - Study leave forms are available from your Trainer or the VET Quality Assurance Manager.
 - All VET courses have scheduled holiday periods built into the duration of the course and students should endeavor to plan their study leave within these times so you don't miss out on any course work.
 - Students must complete a Study Leave form in order to receive a 'confirmation of holiday' letter from Shafston to present to their employers to enable them to work more than 40 hours per fortnight.
 - You must apply and submit an application form for study leave at least 2 weeks before you intend to go on study leave.
 - Student visa holders are generally **not permitted** to take more than the allocated number of weeks holiday for their course. If more than the allocated number of weeks is required then they must apply for a Deferral/Suspension of Studies under Compassionate and Compelling circumstances.

Approval Process:

- Your attendance must be at least 80% or above and you must have satisfactory course progress.
- The authorized leave must be within the length of your COE. This means it is important that you have checked your visa end date. You must be able to complete your course within the time of your visa.

Compassionate and Compelling circumstances:

- Compassionate and Compelling circumstances are defined as circumstances that are beyond the control of a student and which have impact upon the student's course progress or wellbeing.
- You will need to attach supporting documents (such as medical certificate(s), flight details / death certificate, etc) to support your application for Deferral and Suspension of Studies.
- This form is assessed internally and you will be notified by email of the outcome of your request. For more information about study leave options please speak to the VET Quality Assurance Manager.

PRIVACY AND PERSONAL DETAILS

Shafston is required to collect certain information about you, as requirement of the Standards for RTOs 2015. This means it is important after you enrol and commence your studies, to keep your address and contact details updated with the college at all times.

- Shafston International Pty Ltd is committed to respecting privacy and confidentiality in relation to the collection, maintenance, use, archive or disposal of any and all student information. This information cannot be disclosed to a third party unless authorized the student.
- Shafston is required to gather personal information from students for the primary purpose of providing them with the courses of study for which they enrol. Related purposes include correspondence with students, day-to-day administrative matters, provision of course information, events and compliance with legislative reporting requirements (as listed on Shafston's website and as listed in detail on the Shafston Course Enrolment Form).
- Shafston will safeguard the confidentiality of information about students to ensure that information about students are not disclosed without their written consent (Unless required or permitted by Australian Law).

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IMPORTANT INFORMATION AND EMERGENCY CONTACTS

IMPORTANT PHONE NUMBERS

SERVICE	NUMBER
Ambulance	000
Fire	000
Police	000
Police Link (non-emergency calls to Police)	131 444
Department of Home Affairs	13 18 81
Translink	13 12 30
Translating and Interpreting Service	131 450
Lifeline (free counselling service)	13 11 14
Shafston International College	www.shafston.edu
Shafston International College Email	info@shafston.edu
Shafston College – Reception	3249 4111
Shafston Homestay Office	3249 4107 or 3249 4159
Shafston Homestay Emergency after hours contact	0466 875 834
Shafston After Hours Emergency Contacts	Brisbane & Gold Coast 0438 888 001 Peter Wei
Public Transport Information	13 12 30 www.translink.com.au
Queensland Transport Department	13 23 80 www.transport.qld.gov.au
Australian Taxation Office	www.ato.gov.au
Department of Home Affairs (Immigration)	131 881 https://www.homeaffairs.gov.au/
Our Brisbane website – things to do in Brisbane	www.ourbrisbane.com.au

HELPLINE SERVICES

SERVICE	CONTACT DETAILS
Alcohol and Drug Information	1800 198 024
Child Protection	1800 811 810
Sexual Assault	1800 737 732 https://www.health.qld.gov.au/sexualassault/html/contact
Domestic Violence	1800 737 732 https://www.1800respect.org.au/
National Alcohol and Other Drug hotline	1800 250 015
Legal Services	1300 655 754
Quit line (Stop Smoking)	137 848
AIDS advice and Counselling (AIDSLINE)	1800 133 392
Abortion and Grief Counselling	1300 363 550
Alcohol and Drug Counselling	1800 177 833

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Crisis Care	1800 177 135
Crisis Pregnancy	1800 650 840
Domestic Violence	1800 811 811
Gamblers Anonymous	1800 002 210
Suicide Helpline	13 11 14
Poison Information Centre	13 11 26
Salvation Army (Grief Counselling)	1300 363 622
Qld Government Telephone Interpreters	131 450
Local Embassies or Consular Representatives. Qld	1300 935 260

CRITICAL INCIDENTS

DEFINITION

A critical incident is defined by the National Code as a 'traumatic event, or the threat of such (within or outside Australia) which causes extreme stress, fear or injury'.

Critical incidents are not limited to, but could include:

- Missing students;
- Severe verbal or physiological aggression;
- Death, serious injury or any threat of these;
- Natural disaster; and
- Issues such as domestic violence, sexual assault, drug or alcohol abuse

Non-life-threatening events could still qualify as critical incidents.

Critical Incident Team / Coordinating Group

When a critical incident occurs the General Manager will call a meeting with the appropriate staff to form a Critical Incident Team. The Critical Incident Team is responsible for:

- Assessing risks and response actions
- Liaison with emergency and other services
- Contact with students relatives and appropriate contacts
- Liaison with other external bodies, such as homestays, carers or foreign embassies, and
- Counselling and managing students not directly involved in the incident

Action Plan

The Critical Incident Team will set in motion, a critical incident action plan to manage various aspects arising from the incident, including communication strategies. The Company Director or nominee will call a meeting with the following staff or their nominees as a Critical Incident Team:

- Computer Director
- VET Quality Assurance Manager
- General Manager
- Director of Studies
- Heads of School
- Marketing Manager
- Course Coordinator(s)
- Counsellor(s)

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At the initial meeting, the task of the group is to:

- Create for themselves a clear understanding of the known facts;
- Plan an immediate response;
- Plan ongoing strategies;
- Allocate individual roles/responsibilities for ongoing tasks.

Immediate Response

Issues to be considered:

1. Contact with next of kin/significant other(s) – what is the most appropriate manner of contact?
2. Arrangements for informing staff and students
3. Guidelines to staff about what information to give students

A written bulletin to staff if the matter is complex

1. Briefing staff and delegating a staff member to deal with telephone/counter inquiries
2. Managing media/publicity
3. Identification of those students and staff members most closely involved and therefore most at risk
4. Those directly involved
5. Personal friends/family of those involved
6. Others who have experienced a similar past trauma
7. Other students, staff, supervisors, etc.

Arrange a time and place for an initial group/individual debriefing session with Counsellor(s).

In this session, an opportunity is given to share the impact of the event, discuss various interpretations of the event in cultural/ethnic terms, the resulting sense of vulnerability, the experience of painful emotions and the normalization of reactions.

1. Organize a tasks timetable for the next hour(s), day(s), etc.
2. Plan ongoing feedback and regular meetings so coordinating team is continuously in touch and working together
3. Confirm access to emergency funds if necessary.
4. Ensure one member of the team is the scribe for all meetings to keep records of content and decisions.

HEALTH AND SAFTY

FIRE EVACUATION PROCEDURE

If there is a fire or an emergency on your work premises, you must follow your own companies Workplace Health and Safety Policy and Procedures, including any emergency and evacuation procedures – if your Shafston Trainer / Assessor is conducting a workplace visit at the time please give them all given instructions to evacuate to an area clear of danger safely. Please ensure you follow the direction of your Employer / WHS Operations Manager or Supervisor and do not return to buildings or areas of danger. Fire extinguishers should be available and should be accessed by relevant trained staff in your wokrplice. DO NOT leave the evacuation area unless you have advised to - this is to ensure that you have been accounted for exiting the building.

INJURIES, ACCIDENTS AND INSURANCE

Accidents sometimes happen, or you may get sick. If you need medical help, or are away sick on the day your Trainer / Assessor is due to visit please contact them directly (or alternatively your Employer or Approved Workplace Supervisor may due for you) and your Trainer/Assessor will reschedule your workplace visit at another time. If you can not contact your Trainer/Assessor please contact the VET Quality Assurance Manager at Shafston alternatively.

PRINCIPLES

Shafston recognizes the duty of care owed to its students and that planning for the management of a critical Incident is essential.

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INCIDENT FORM

An Incident Form will need to be completed for accidents or sudden illness which may occur on there, whether or not you are completing practical training. This form can be obtained by your Company WHS Representative or directly from your Employer. Please inform your Trainer / Assessor directly or Shafston VET Quality Assurance Manager ASAP.

MEDICAL HELP

If you need to see a Doctor - ask your direct Manager / Supervisor. They will find the nearest doctor. You can also find public and private hospitals in the phone book. All international students on a student visa must have health insurance. This means some of the costs of seeing a medical practitioner are covered by your insurance. Speak to your health care insurance provider for more information (if this is applicable to you). Overseas student health cover (OSHC) is insurance that provides cover for the costs of medical and hospital care which international students may need while in Australia and is mandatory for international student visa holders. OSHC will also cover the cost of emergency ambulance transport and most prescription drugs. Additionally, OSHC includes access to some private hospitals and day surgeries, ambulance cover and benefits for pharmaceuticals.

If you have not requested OSHC to cover you for the full length of study it is your responsibility to extend and ensure that your OSHC is always up to date. It is a requirement of your student visa that you have OSHC at all times.

Only Australian health funds that have signed an agreement with the Australian Government can provide OSHC. Most Australian education institutions have a preferred OSHC provider. Depending on the institution you will be attending you will be required to join one of these four registered health funds. You may choose to change your health fund at any time, but will need to abide by the conditions of change of the health fund provider you are leaving.

Note: Only some health agreements cover students in Australia, some will only cover visitors. You should determine if you are eligible before you apply for your visa to come to Australia. If you come to Australia on a visa other than a student visa and undertake a short course of study of three months duration. The VET Quality Assurance Manager will be able to advise you.

OSHC PROVIDER	
Health Provider	Website
Medibank Private Australian Health Management www.ahm.com.au	www.medibank.com.au
OSHC Allianz Assistance	www.oshcallianzassistance.com.au
BUPA OSHC	www.oshc.bupa.com.au

OTHER

FEEDBACK SURVEYS

We value your feedback and want to hear from you about your studies at Shafston so from time to time you will receive an email survey from us. We email the following surveys to all students and would appreciate you spending some time to complete and submit them. These surveys are used to improve our customer service and course deliver to you as well as improve on other areas. These can be completed anonymously and are confidential and may include:

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- Commencement Questionnaire
- AQTF Survey (This survey is a legislative requirement and the data collected is reported annual to the VET regulator at the completion of your Course).
- Target Surveys (focusing on unit of competency training and assessment)
- Post Study Survey (through our Shafston ALUMNI- we will survey you to check-in and see where your Shafston studies have taken you).

From time to time, you may also receive a call from one of our friendly Marketing/Student Engagement Officers who will check in with you to see how your Shafston study experience is going. We generally try not to email you too much as we know you are busy with your studies. Although these surveys are not compulsory, we would love you to complete them. Your feedback and suggestions are highly valued and your opinion is very important to us. Don't just wait for us to contact you, if there is anything you would like to talk about please come and see us. We welcome your feedback and suggestions.

WRITTEN AGREEMENT / TERMS AND CONDITIONS OF ENROLMENT (VET) 2021

Please click on the following weblink to access Shafston Enrolment Terms and Conditions:

[Written Agreement – Terms and Conditions of Enrolment – VET](#)

Remember – we are all here to help you during your time at Shafston.

Please ask our Shafston team at any time.

Please click on the DESBT (Department of Small Business and Training) Queensland for further relevant documentation which may be helpful for yourself as a Trainee as well as your Employer / Approved Workplace Supervisor. Further information and explanation of DESBT's Terms and Conditions and including relevant Fact Sheets relating to Traineeships can be found by accessing the following website:

<https://desbt.qld.gov.au/training/apprentices>

<https://desbt.qld.gov.au/training/apprentices/resources/information-sheets>

<https://desbt.qld.gov.au/training/apprentices/resources>

If required further information can be accessed via contacting DESBT Training directly on:

Training

Telephone [1300 369 935](tel:1300369935)

[Contact Training](#)

Apprenticeships Info

Telephone [1800 210 210](tel:1800210210)

[Contact Apprenticeships Info](#)

Queensland Training Ombudsman

Telephone [1800 773 048](tel:1800773048)

[Contact the Training Ombudsman](#)

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<https://www.qld.gov.au/health/conditions/health-alerts/coronavirus-covid-19>

COVIDSAFE

HELP STOP THE SPREAD

Take care not to share

20 SEC

- Wash your hands often, with soap and water including before and after eating and after going to the toilet.
- Use hand sanitiser.

- Cover your coughs and sneezes with your arm or a tissue (not your hands).

- Put tissues straight into the bin and then wash your hands.
- Don't touch your mouth or face.

- Reduce face-to-face contact and handholding, or handshakes.
- Stay connected online.

- Try to keep more space than normal between yourself and others.
- Avoid queuing.

- Look after yourself and your mates.
- Try to keep a routine, particularly if self-isolating.
- Avoid fake news about the virus and refer to reliable information.
- Reach out to others if you are feeling anxious, or if you think they are.

Doing this will help keep you, your family, friends and the community safe.

HELP STOP THE SPREAD AND STAY HEALTHY

Australian Government

For more information about **Coronavirus (COVID-19)** visit australia.gov.au

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Registered training organisations are subject to legislation pertaining to training and assessment, as well as business practice. Shafston will comply with relevant legislation and regulatory requirements and will inform all staff, students and employers of the requirements that affect their duties or participation in vocational education and training. Shafston recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

Current legislation is available online at: <http://austlii.edu.au> and <http://legislation.gov.au>.

Examples of legislation relevant to VET Sector, its staff and participants includes but is not limited to:

Commonwealth Legislation:

- Copyright Act 1968
- Commonwealth Privacy Act 1988 / Privacy Amendment (Notifiable Data Breaches) Act 2017 / Privacy Regulation 2013 / Australian Privacy Principles 2014
- Freedom of Information Act (FOI) 1982
- Modern Slavery Act 2018 (released 01.01.19)
- Commonwealth Discrimination Acts: Sex Discrimination 1984 / Disability Discrimination 1992 / Age Discrimination 2004 / Commonwealth Racial Hatred Act 1995
- Competition and Consumer Act 2010
- Legislation Act 2003
- Student Identifier Act 2014
- National Vocational Education and Training Regulator Act 2011 which includes the following:
 - Standards for registered Training Organisations 2015
 - Data Provision Requirements 2012
 - Standards for VET Regulators 2015
 - Standards for VET Accredited Courses 2012

VET Training Authorities/Regulators:

- National VET Regulator (NVR) - Australian Skills Quality Authority (ASQA) www.asqa.gov.au
- Australian Government: Department of Education / Department of Education, Skills & Employment www.education.gov.au / www.employment.gov.au
- Council of Australian Governments www.coag.gov.au

QLD Legislation:

VET Specific Legislation is available from the: **Department of Employment, Small Business and Training (DESBT)** [Information for QLD Employers, Apprentices and Trainees on Funding, Incentives, Support and Resources](#)

- Further Education and Training Act and Regulations 2014
- Vocational Education, Training and Employment Act and Regulations 2000
- Wo Commission for Children and Young People and Child Guardian Act 2000
- Anti-Discrimination Act 1991 / Disability Services Act 2006
- Human Rights Act 2019
- Work Health and Safety Act and Regulations 2011

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